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ABSTRACT

This final report of the University of Wyoming's Collection Analysis Project, which was undertaken to analyze strengths and weaknesses of the library's existing collection development program, presents recommendations on several facets of the collection development process. These recommendations cover: (1) organizational placement of the collection development function; (2) assignment and division of duties among collection development personnel; (3) monitoring of university instructional and research trends; (4) allocation of resources for maximum effectiveness; (5) formalizing of processes for writing and ratifying collection development policies; (6) institution of an ongoing program of collection analysis; (7) improvement of resource sharing activities; and (8) institution of a formal program for preservation of library resources. The formal charge to the project study team and position descriptions for collection development officer, head of acquisitions, and conservation coordinator are appended to this report. (MBR)

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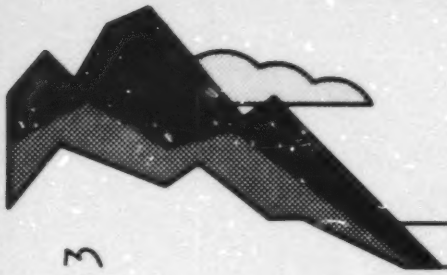

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COLLECTION ANALYSIS PROJECT

FINAL REPORT

IR051198

May 1985

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COLLECTION ANALYSIS PROJECT

FINAL REPORT

MAY 1985

CAP STUDY TEAM

Carol Collier, Chair
Deborah Dawson
Martha Hanscom
Diana Shelton
Bill Van Arsdale

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INTRODUCTION

This Final Report of the University of Wyoming's Collection Analysis Project (CAP) represents the culmination of a year's work by the five member Study Team. The CAP was begun in March 1984. This report summarizes the major recommendations of the project. It is supplemented by five task force reports which give more detail on the final recommendations and contain some supplementary recommendations.

The Collection Analysis Project is an assisted self-study based on the Association of Research Libraries Office of Management Studies (OMS) plan. The University of Wyoming project has been guided by George Soete, OMS consultant and Associate University Librarian at the University of California at San Diego.

The Collection Analysis Project has progressed through three phases, of which this report is the final product. The initial three months of the project were devoted to gathering background data and historical information which aided the Study Team in later phases of the project. An interim report was published in September 1984, digesting the information gathered during the initial project phase and presenting preliminary recommendations. The interim report concentrated on a historical survey of Library collection practices, environmental factors which affect Library collections, and goals for the collection program.

During phase two of the project, five task forces investigated

various aspects of collection development activities and concerns. The task forces, each chaired by a member of the Study Team, were: Organization and Staffing (Carol Collier); Allocations Practices (Diana Shelton); Collection Policies and Assessments (Deborah Dawson); Resource Sharing (Bill Van Arsdale); and Preservation Practices (Martha Hanscom). Over twenty additional Library staff were involved as members of the task forces. Reports from these task forces are available as supplemental volumes to this report. Findings of the task force investigations form the basis for the final recommendations found in this report.

The third and final phase of the project has been the discussions and negotiations which have culminated in the final recommendations presented here. In this final report the Study Team presents recommendations which can be reasonably accomplished within the financial and personnel resources of the Library. The Study Team has throughout this report indicated: 1) who should be responsible for implementing each recommendation; 2) what product is expected; and 3) deadlines for completing the recommended actions.

Many of the actions recommended in this report can be accomplished within a short time of its issuance; others will take several months; some, notably recommendations on allocations, must be phased in over a period of years. A plan for monitoring progress of implementation will be presented to the Director along with this report.

The Director's charge to the Study Team and suggested position

descriptions for key personnel involved in the collection development process are appended to this report.

References to the Library throughout this report mean the University of Wyoming Libraries (Coe, Science, Geology, and Audio-Visual Services) in general. The Law Library is not included, as it is a separately funded and administered organization. Off-campus installations at Casper, Cheyenne, and Jackson are peripherally included as they affect the on-campus libraries and their resources.

Throughout this report, the position title of "Head of Collection Development" is used when referring to the present administrative structure. The title "Collection Development Officer" is used in the Study Team's recommendations. The two titles refer to essentially the same function, but are used in this manner to reflect recommended changes in the organizational structure of the collection development function.

The Study Team wishes to express its thanks to George Soete for his assistance and support in accomplishing this year-long project. Without his guidance and encouragement, we would have floundered many times. We would also like to thank the staff of the University of Wyoming Libraries for their support, assistance, and tolerance throughout the Collection Analysis Project.

BACKGROUND

When Keith Cottam arrived as Director of the University of Wyoming Libraries in June of 1983, he listed his first priority as the strengthening of the Library's collection development program. To that end, the Collection Analysis Project was undertaken in March 1984 to analyze the strengths and weaknesses of the existing program and to report back to the Director any recommendations for improvement in the program. A five member Study Team was appointed to carry out the CAP. They were charged by the Director to: 1) develop a history and description of the collection, its environment, and its goals; 2) examine the process of collection policy development; 3) recommend approaches to collection assessment; 4) examine the organizational relationships of the existing collection development program and positions, and assess their effectiveness; 5) assess the process for allocating acquisitions funds and its effectiveness in meeting Library collection goals; 6) examine the Library's membership in the Center for Research Libraries; 7) review resource sharing arrangements at the state and regional levels; and 8) conduct an audit of preservation practices. Charge No. 1 was addressed in the Study Team's Interim Report. This final report deals with the remaining seven items. The Director's charge to the Study Team is included as Appendix A.

Five task forces were appointed to examine charges 2 through 8. Numbers 2 and 3 were assigned to the Task Force on Collection Policies and Assessments. Item No. 4 was studied by the Task Force on Organization and Staffing. The Task Force on Allocations Practices

examined item No. 5. Charges No. 6 and 7 were undertaken by the Task Force on Resource Sharing. Item No. 8 was assigned to the Task Force on Preservation Practices.

Major recommendations of the five task forces are included in this final report, which focuses on several facets of the collection development process at the University of Wyoming:

The organizational placement of the collection development function.

Assignment and division of duties among personnel involved in collection development.

Monitoring of University instructional and research trends.

Allocation of resources for maximum effectiveness.

Formalizing of processes for writing and ratifying collection development policies.

Institution of an ongoing program of collection analysis.

Improvement of resource sharing activities through new technologies and better use of present systems.

Institution of a formal program for preservation of Library resources.

Complete recommendations of the five task forces can be found in their reports.

RECOMMENDATIONS ON THE ORGANIZATION AND STAFFING OF THE COLLECTION DEVELOPMENT FUNCTION

The responsibility for guiding the Library's collection development program currently rests with the Head of Collection Development, who reports to the Associate Director for Technical Services. Staff who are directly involved in making book and serial purchase decisions are drawn from both the public and technical services divisions of the Library. All subject specialist/liaisons, who are responsible for collection development in specific subject areas, report to supervisors within their primary area of responsibility; none is directly supervised by the Head of Collection Development. An effective collection development program requires that the Head of Collection Development work closely and effectively with supervisors and subject selectors assigned from both divisions of the Library, and with the technical services departments which must acquire and process materials.

RECOMMENDATION 1: The Collection Development Department should be redesignated by the Director as the Collection Development Office, and its head as the Collection Development Officer. Its organizational placement should be as a staff function, reporting to the Director, at the Assistant Director level. This administrative reorganization should take effect by July 1, 1985.

A strong collection development program is the number one priority of the Library administration at present. It is the considered opinion of the Task Force on Organization and Staffing and

of the CAP Study Team that strong leadership and direction must be provided by the Collection Development Officer to make the program function at the optimum level.

RECOMMENDATION 2: The Director should make immediate internal Library personnel reassignments to effect changes in the Collection Development Office and to strengthen the collection development program. Reassignments should take effect by July 1, 1985.

Some activities which are generally perceived by the Task Forces and the Study Team to fall within the responsibilities of the Collection Development Officer, most notably recommendations for allocation of the acquisitions budget, are not currently assigned to this position. There is overlap between the current positions of Head of Collection Development and Head of Acquisitions.

RECOMMENDATION 3: The Director, in consultation with the Collection Development Officer and the Head of Acquisitions, should reassign, effective July 1, 1985, job duties of the two positions and rewrite the formal position descriptions. Suggested position descriptions are appended to this report (Appendices B and C).

The Library currently has a Collection Development Committee, whose role is presumed to be to advise the Head of Collection Development on matters of collection policy. There is no formal charge to the Committee, and many members have not been formally

appointed. The Committee has assumed the role of a serials review committee, and expends more effort on this function than on more general collection development policy formulation. The Committee is perceived to be too large to work efficiently. Meetings have been held on a regular schedule, often with no planned agenda. There are general complaints that meetings need to be more tightly managed. There is a general perception that the Collection Development Committee as presently constituted and functioning is not effective in addressing the issues of policy with which it should be concerned. Its effectiveness as an advisory body to the Head of Collection Development is also questionable.

RECOMMENDATION 4: The Collection Development Committee should continue to exist as an advisory and policy-making body. The Director should, by July 15, 1985, formally charge the Committee and define its composition and chairmanship. The Committee should number not more than six members including the Collection Development Officer, who should serve in an ex officio capacity. Members of the Committee should be formally appointed by the Director, and provisions for replacing members should be established.

The Library has recently instituted a program of assigning collection development and faculty liaison duties to staff from the various departments and divisions. The subject specialist/liaison program is working effectively in some instances, but is not being implemented effectively in others. There are general complaints from

the subject specialists that their role has not been clearly defined. Many are unsure of what is expected and of the extent of their authority to develop collections and obligate funds in their assigned subject areas. Collection development duties are not included in the position descriptions of many of the subject selectors. Clerical support for the subject specialists has been inadequate and available support has not been distributed according to any rational plan of collection development needs.

RECOMMENDATION 5: The Collection Development Officer, in consultation with the Library administration and appropriate staff, should develop a statement of purpose, goals, and objectives for the subject specialist/liaison program. A statement of duties and expectations of participants in the program should also be developed. These written statements should be completed by September 1, 1985.

RECOMMENDATION 6: Job descriptions of all participants in the subject specialist/liaison program should be reviewed by the Collection Development Officer, and the appropriate Department Head and Associate Director, and rewritten as necessary to include these duties formally. This should be completed by December 1, 1985.

RECOMMENDATION 7: The Collection Development Officer should develop a program for training, on a continuing basis, participants in the subject specialist/liaison program. This program should include development of general policies and

procedural manuals. Procedures for monitoring performance of the subject specialist/liaisons, and for evaluating their work should also be developed. A written plan for training, policy writing, and performance evaluation should be completed by October 1, 1985.

RECOMMENDATION 8: The Collection Development Officer, in consultation with the subject specialists, should examine the level of clerical support needed for an ongoing selection and assessment program. A written plan for providing base support for all subject specialists, as well as additional support for special projects and assessments, should be developed by September 1, 1985, for presentation to the subject specialists, the Collection Development Committee, and the Director. A detailed, documented request for funding should be prepared for consideration in the distribution of fiscal year 1986 part-time contingency funds, and annually thereafter for regular funding beginning with requests for fiscal year 1987.

There are at present no written policies and few documented procedures for handling gifts and exchanges. Responsibility for reviewing and preliminary processing of gifts is divided between the Collection Development Department and the Acquisitions Department. Subject specialist/liaisons have not been routinely involved in assessing gift materials and in recommending exchange agreements. Some gift collections have been solicited by the Library, but there are no guidelines on what types of collections should be solicited,

and who should be responsible for this task. Acceptance of gift materials has not been related to any clearly defined collection development goals. At present, because of large backlogs in cataloging purchased materials, gifts are assigned a low priority for cataloging, and a backlog of approximately 4700 volumes exists.

RECOMMENDATION 9: The Director should, effective July 1, 1985, assign to the Collection Development Officer responsibility for formulating policies regarding gift and exchange materials. The Collection Development Officer should, by November 1, 1985, develop written guidelines for accepting gift materials in accordance with University policy and for establishing and reviewing exchange agreements. Major gift offers should be reviewed by the Collection Development Committee. Selection of individual titles for retention should be done by the subject specialist/liaisons.

RECOMMENDATION 10: The Director should consolidate responsibility for gift and exchange processing functions by reassigning them to the Acquisitions Department, effective July 1, 1985.

RECOMMENDATIONS ON THE ALLOCATIONS PROCESS

The existing process for allocating acquisitions funds does not clearly relate funding levels to collection development needs and goals. The Head of Acquisitions has had primary responsibility for developing allocation recommendations, with the Head of Collection

Development taking an advisory role in the process. Subject specialists were consulted regarding distribution of fiscal year 1985 funds. They had not had substantial previous involvement, nor is there any formal mechanism for consulting them in future years. Data on instructional and research programs, enrollments, and faculty size were used in drawing up the fiscal year 1983 allocations, but this information has not been updated. There is no routine use of such program data in developing the yearly allocations in support of academic departments.

RECOMMENDATION 11: The Director should assign responsibility for developing fiscal year 1986 allocation recommendations jointly to the Collection Development Officer and the Head of Acquisitions. Beginning with the fiscal year 1987 allocations, this process should be delegated to the Collection Development Officer. The Head of Acquisitions should be charged with furnishing accounting information required by the Collection Development Officer in developing these recommendations.

RECOMMENDATION 12: The Collection Development Officer should annually, beginning February 1, 1986, develop a written plan and schedule for developing allocation recommendations. These should include provisions for routinely gathering pertinent information on University instructional and research programs and for consulting with subject specialist/liaisons regarding support for the departments for which they are responsible. A proposed schedule and list of useful data elements are included in the

report of the Task Force on Allocations Practices.

Although the Library is ultimately responsible for the expenditure of the Acquisitions budget, the long-standing practice of sub-allocating a portion of the budget in support of academic departments has instilled the idea in both teaching faculty and Library staff that these are departmental funds. Subject specialist/liaisons have been unsure of their authority to obligate these "departmental" allocations. While teaching faculty must be an integral part of the collection development process, their interest and involvement in building Library collections is very uneven. The Library must take the ultimate responsibility for balancing the collection to support the library needs of the various instructional and research programs of the University.

RECOMMENDATION 13: The Director should, by October 1, 1985, communicate to the academic departments that the responsibility for expending all Library funds rests with the Library, making it clear that faculty input on purchase requests remains an essential factor in the collection building process.

RECOMMENDATION 14: The Director should, by October 1, 1985, clarify to the subject specialist/liaisons that they have the authority, in consultation with departmental faculty, to obligate funds in support of the subject areas for which they are responsible.

The current system of allocations in support of individual academic departments is not always compatible with the subject

organization of the collection and does not take into account the interdisciplinary nature of much of the core literature which the Library must provide. The practice of dividing funds by department results in many small allocations which limit overall collection development flexibility. Responsibilities of subject specialist/liaisons vary widely from a part of one department to several major departments.

RECOMMENDATION 15: The Director, in consultation with the Collection Development Officer, should begin assigning subject specialist/liaisons responsibility for subject areas rather than for academic departments. A list of suggested subject groupings is included in the report of the Task Force on Allocations Practices. By the beginning of fiscal year 1987 this transition should be completed.

RECOMMENDATION 16: The Collection Development Officer, in accordance with Recommendations 11 and 12, and in consultation with the subject specialist/liaisons, should develop acquisitions budget recommendations based on subject areas rather than academic departments. The Director should review these recommendations and communicate this change to the academic departments. This change should take place by the beginning of fiscal year 1987.

Most of the acquisitions budget is allocated to internal Library accounts. These include approval plans, periodicals, serials, reference, and interdisciplinary (general discretionary) funds. Most

expensive items are purchased out of internal accounts. Inadequacies of the present accounting system make it difficult to trace expenditures in order to determine the actual amount of subject collection support.

As subject specialist/liaisons assume more responsibility for purchasing along subject rather than departmental lines, the need for interdisciplinary funds will diminish. These funds have traditionally been used to purchase needed materials which have not been charged to allocations in support of academic departments. A reserve account will continue to be needed to supply funds when unforeseen shortages occur in other accounts.

RECOMMENDATION 17: Internal Library accounts, beginning with fiscal year 1986, should be reevaluated by the Head of Acquisitions and the Collection Development Officer for possible revision in fiscal year 1987. Allocations which support individual Library collections, such as reference, and allocations which represent major ongoing commitments, such as serials and approval plans, should remain essentially the same. Most remaining funds should be combined into one major internal account, and provisions should be made in the accounting reports to relate expenditures from this account to the subject areas which they support. A small reserve fund, to cover unforeseen expenses, of .75% to 1% of the acquisitions budget should also be maintained. (See the report of the Task Force on Allocations Practices for a detailed explanation of this recommendation.)

RECOMMENDATION 18: Prior to the beginning of each fiscal year, the Collection Development Officer should recommend sub-allocation of a portion of the consolidated major internal account (from Recommendation 17) to priority projects for the year. For fiscal year 1986, a plan for priority project funding should be developed by October 1, 1985. Thereafter, plans should be developed annually beginning in the spring of 1986.

RECOMMENDATION 19: The Collection Development Officer should maintain a file of requests and justifications for expensive items. These should be reviewed by the Collection Development Committee on a regular basis, and priorities for purchase set. Availability from the Center for Research Libraries (CRL) should be a routine consideration in recommendations on expensive items. A form should be developed, by September 1, 1985, by the Collection Development Officer for recording priority rankings, CRL availability, and Collection Development Committee recommendations on expensive items. Purchases of expensive items should be made throughout the fiscal year from the major internal account. Priorities should be reviewed and updated periodically by the Collection Development Committee as new requests are received.

The need for an automated online acquisitions system is a major concern of both the Task Force on Allocations Practices and the Task Force on Organization and Staffing. The existing system does not provide up-to-date information. The doubling of the acquisitions

budget has put a strain on an already inadequate system which relies on keypunchers and batch processing on the University's mainframe computers. The accounting technician must work with three different systems (Library Acquisitions Reporting System (LARS), manual ledgers, and the University's Financial Recordkeeping System) to pay vendors and verify balances in accounts.

RECOMMENDATION 20: The Associate Director for Technical Services and the Head of Acquisitions should, in consultation with the Collection Development Officer and the subject specialist/ liaisons, define features which the Library expects an online acquisitions system to provide, and should prepare a request for funds to acquire and implement such a system. A detailed proposal and recommendation should be submitted to the Director by December 1, 1985. Features which should be available from the online system should include: online interaction; the ability to generate a variety of management reports in various formats; separation of acquisitions funds by fiscal year; automatic generation of reports for claims and cancellations; online ordering capability; ability to interface with the OCLC cataloging system and the Brodart online catalog; and the ability to create an in-process file of orders in various stages of preparation. An outside consultant knowledgeable in acquisitions systems and functions should be brought in to assess existing departmental procedures and routines and to recommend changes which would be necessary or desirable in implementing an online system.

RECOMMENDATIONS ON COLLECTION DEVELOPMENT POLICIES AND ASSESSMENTS

A rational program of collection development requires that policies exist to guide collection building decisions. Policies for individual subject collections should be based on overall collection goals and on specific needs of various instructional and research programs of the University. Goals and objectives should be developed in accordance with the Library's Planning Process document.

RECOMMENDATION 21: The Collection Development Officer, in consultation with the Collection Development Committee, should develop and adopt a written statement of purpose, goals, and objectives for the collection development program. These should be reviewed by the Library faculty, the Director, and the Administrative Council by September 1, 1985, and annually thereafter. (A draft goals statement is included in the CAP Interim Report, pp. III-5 - III-6.)

RECOMMENDATION 22: The Collection Development Officer, in consultation with the subject specialist/liaisons and the Collection Development Committee, should develop a statement of general collection development policy for the Library and should also develop and institute a plan for writing policies for the various subject collections. These should be completed by December 1, 1985. The model for subject and format policies which is presented in the Report of the Task Force on Collection Policies and Assessments should be adopted as a guide for subject collection policies.

Collection development efforts should be based on documented collection needs which are related to University programs and research interests. There are a variety of methods which may be employed to assess the strength or weakness of given subject collections. Areas identified as being weak in relation to academic and research program needs may require special short-term funding to bring them to adequate strength.

RECOMMENDATION 23: The Collection Development Officer, in consultation with the subject specialist/liaisons and the Collection Development Committee, should develop by February 1, 1985, a written long-range plan for an ongoing program of collection assessments. Priority areas for assessment should be identified, and requests for part-time funding should be documented and presented to the Administrative Council. Assessments should follow the models presented in the Report of the Task Force on Collection Development Polices and Assessments. (See also Recommendations 8 and 18.)

RECOMMENDATIONS ON RESOURCE SHARING

Interlibrary resource sharing arrangements are a necessary and valuable adjunct to on-location collections. It is impossible for the Library to obtain, process, and house every publication which might ever be needed by University researchers. It must therefore rely on outside resources to supply some materials.

Interlibrary loan activities are currently carried out by three

separate units within the Libraries: Interlibrary Loan; Health Sciences Information Network (HSIN); and Extension and Special Services. A fourth unit, Audio Visual Services, is responsible for loans of films.

RECOMMENDATION 24: The Director should appoint a committee comprised of the heads of the various units involved in interlibrary loans to investigate means of reducing duplication of effort among the units. The Committee should present a written report of its findings and recommendations to the Director by October 1, 1985.

Interlibrary loans are becoming increasingly expensive as many lending institutions have instituted borrowing fees. Costs to the Library have been paid from income from fees charged by the Library to loan its materials to other libraries, supplemented at different times by photocopy income or acquisitions funds.

RECOMMENDATION 25: The Director, in cooperation with the Interlibrary Loan Manager and the Associate Director for Public Services, should develop, by December 1, 1985, a program for underwriting at least the median costs of borrowing materials. Possible sources of funding which should be examined include loan fees, HSIN income, photocopier income, the acquisitions budget, bilateral agreements with other libraries, and grant/contract overhead funds.

The Library is a member of the Center for Research Libraries

(CRL), but has not always made effective use of its resources. Costs of membership have risen steadily even as Library use of borrowing privileges has declined. Recent requests to CRL to obtain microfilm of needed collections have been denied. The Library, through its expanded acquisitions budget, has purchased several large microform sets which would previously have been borrowed from CRL.

RECOMMENDATION 26: The Director, in consultation with the Associate Directors, the Collection Development Officer, and the Interlibrary Loan Manager, should develop a plan for increasing awareness and use of CRL resources, including such possibilities as publicity, inclusion of CRL holdings in the developing online catalog, training subject specialist/liaisons, regularly participating in CRL membership meetings, and regularly considering CRL holdings before purchasing large microform sets. This plan should be completed by December 1, 1985. (See also Recommendation 19.)

The Library has an obligation to support off-campus student and faculty research, but has considerable difficulty doing this because of lack of awareness of resources, wide dispersal of students across the state, and difficulties in delivering information to remote locations. New technologies are available or in development which could enhance delivery of information to off-campus users.

RECOMMENDATION 27: The Head of Extension and Special Services, in cooperation with the Interlibrary Loan Manager, the Bibliographic Database Searching Manager, and the UW-Casper

Librarian, should investigate demand for services, funding sources, and methods of subsidizing patron costs for providing information access through electronic means. Services which might be made available at remote locations include telefacsimile, LINX access, online catalog access, database searching, Geac circulation system access, and electronic mail. A plan should be developed and funding requested by December 1, 1985 for pilot testing of electronic support at the UW-Casper library.

RECOMMENDATIONS ON PRESERVATION PRACTICES

The University and the state have made a substantial investment in library resources. These materials are subjected to a variety of stresses which tend to shorten their useful life. Among these are environmental factors such as heat, humidity, chemical pollutants, and sunlight; improper handling of materials; poor bindery workmanship; and unsound repair materials and methods.

Library staff and patrons are largely uneducated in conservationally sound methods of handling materials. There is presently no ongoing program for providing such training. Preservation activities are carried on throughout the Library but there is no one person with the responsibility and authority to coordinate these activities and advise on preservation practices.

RECOMMENDATION 28: The Director should investigate with the University Administration means. . rough reallocation of a

present University position, of establishing the position of Conservation Coordinator for the Libraries. A national search should begin as soon as possible for a professionally competent and experienced conservator to fill this position. The Conservation Coordinator should be delegated the necessary authority to institute Library-wide material preservation standards and practices and to develop training programs for Library staff. A proposed position description for the Conservation Coordinator position is appended to this report. (Appendix D)

APPENDIX A

CHARGE TO THE STUDY TEAM

March 13, 1984

TO: CAP Study Team
Carol Collier, Chair
Deborah Dawson
Martha Hanscom
Diana Shelton
Bill Van Arsdale

FROM: Keith Cottam

SUBJECT: Collection Analysis Project

Thank you for accepting the opportunity to serve as a member of the CAP Study Team.

The University of Wyoming Libraries must develop and maintain a rational collections development program, one with a clear definition of purpose, goals, objectives, functions and practices, and with a sound organizational and administrative foundation on which we can base our accountability now and in the future. Collections development is clearly the Libraries' principal concern and top priority for the forseeable future, and our investment in the Collection Analysis Project (CAP) will reinforce our ability to succeed in the area.

Your selection as a study team has been very deliberate, taking into account your roles and responsibilities, the size of our staff, your interests in collections development, your expertise, and the professional development opportunities which the CAP affords. We trust, of course, that your experience will accrue to the benefit of your colleagues, the Libraries, the University and the State.

While we could cover a wide range of issues, I wish to limit the Project to the following areas:

1) Develop a written history and description of the University of Wyoming Libraries collections, including an environmental or situational analysis and a formal statement of overall collection philosophy and goals. Goals statements should be of general and broad intent--statements which define programmatic priorities--and you should use "The Planning Process, Goals and Objectives," a document (attached) distributed to the heads on December 19, 1983, for initial direction. This part of your work should help to identify some of the positive and negative consequences of historic and current practice in our collections development activities.

2) Examine the area of policy development, including draft policies and those which may be in force, and:

   a) develop a standard form for representing subject collection policies;

   b) develop and describe a procedure for developing, preparing and ratifying subject collection policies using this form;

   c) identify, define and recommend the appropriate collection policy roles for library staff and teaching faculty; and

   d) prepare and propose several representative subject collection policies.

   e) Consider policies for other formats, such as datatapes, computer programs and nonprint media using the methodology defined above. This area should not detract from your work in the area of print format policy development and collection assessment, but at least general recommendations to guide further actions would be useful.

3) Recommend approaches to collection assessment, indicating a process, library staff and teaching faculty roles and responsibilities, and general timeline expectations. Carry out two or three very specific collection assessments as models in the areas for which you develop proposed subject policies.

4) Focus on the general areas of library organizational relationships and the roles and responsibilities of teaching faculty and library staff positions in the collections development process. Consider at least the following issues:

   a) What is the best organizational structure for the effective and efficient management of the collection development program?

   b) What specific responsibilities should be part of the various programs in the collections development program? (i.e., Collections Development Officer, Acquisitions Librarian, subject selectors, etc.)

   c) What is the recommended relationship of the library staff to the teaching faculty in the collections development program?

   d) What are the training needs for the program?

   e) Where should organizational and programmatic accountability be assigned?

f) Should the Collections Development Committee continue to exist? If so, what should its roles and responsibilities be?

g) What communications channels should be developed for conveying collections development policies and decisions to library staff and teaching faculty?

(NOTE: Please observe that my intent in 4) is not to review the performance of individuals; rather, we should conduct a critical examination of positions within a proposed organizational structure and outline those positions' roles, responsibilities and relationships. The role of the teaching faculty will require your most sensitive and special attention. Further, your review and analysis in this area should take into account the impact of increased collections development activity on technical services and the staffing implications of increased workload on the staff.)

5) Reassess the area of allocations and recommend an approach to the practice aimed at relating allocations to the rational needs of the University's undergraduate instructional programs, graduate instruction and research, faculty research, and continuing education, while continuing to satisfy the teaching faculty's interest in having influence on the development of collections. Two major issues within this context must be considered:

a) One is analytical and refers to the need to relate allocations to factors such as academic programs, subject collection policies, literature output, level of publication availability, and average material costs.

b) Second is political and refers to the need to consider the relative roles and responsibilities of teaching faculty and the library staff in the allocation of collections funds.

6) Review the Libraries' membership in the Center for Research Libraries in view of our continuing association with other members of the Center and our need for the Center's resources.

7) Review resource sharing at the state-wide and regional levels, including our extension services program, emphasizing potential benefits for the University and various options for cooperative bibliographic, collection development and document delivery programs. Recommendations regarding maintenance of effort for existing programs and initiatives for emerging or new program opportunities would be most useful.

8) Conduct an audit of current preservation/conservation prac-

tices in the Libraries and prepare an annotated list of needs which could lead to cost-effective changes and improvements. (NOTE: You may wish to draw on the work undertaken here by the Conservation Committee.)

The importance of the results of this Project must not be underestimated in view of the priority placed on our collections program by the University and the State Legislature; therefore, I encourage an expeditious but thorough study to be completed no later than the end of December 1984. Interim reports will be most welcome. I hope that you and George Soete will feel free to consult with me further on this charge and the proposed deadline in order to assure common understanding of our needs and a successful experience for all of us.

KC/jad

c: George Soete

APPENDIX B

COLLECTION DEVELOPMENT OFFICER POSITION DESCRIPTION

QUALIFICATIONS: Required qualifications include familiarity with collection development philosophy and practice in academic research libraries; demonstrated ability to provide leadership in building library collections; demonstrated ability to communicate effectively with people at all levels, both orally and in writing; MLS from an American Library Association accredited school or an appropriate equivalent. Desirable qualifications include experience in developing academic library collections; experience as a subject selector and faculty liaison in an academic library; and experience with university and library budget and accounting practices.

REPORTING RELATIONSHIP: The Collection Development Officer reports to the Director of Libraries at the Assistant Director level.

RESPONSIBILITIES:

1. Coordinate all collection development functions for the Libraries.
2. Develop annual goals and objectives for the collection development program.
3. Set and periodically review general collection development policy and priorities, in consultation with the Collection Development Committee.
4. Develop annual recommendations for allocation of the acquisitions budget.

5. Coordinate and monitor the subject specialist/liaison program, including recruitment, training, development of policy and procedural materials, and performance evaluation of program participants.
6. Develop and carry out, with the advice and assistance of the subject specialist/liaisons, a continuing program of collection assessment and subject policy development.
7. Develop and periodically review approval plan profiles.
8. Develop a continuing program for gathering and updating information on University teaching and research trends, program enrollments, publishing trends, approval plan performance, and serial and monograph prices.
9. Maintain a central file of requests for expensive materials; check such requests against Center for Research Libraries holdings; and periodically review, with the advice of the Collection Development Committee, priorities for purchase.
10. Serve as clearinghouse for submission of all orders and for distributing them to appropriate subject specialist/liaisons for review.
11. Develop and periodically review policies for gifts and exchanges.
12. Approve, in consultation with subject specialist/liaisons, new subscriptions, blanket and standing orders, and exchanges; develop a program for periodically reviewing these.
13. Maintain active contacts with the academic departments to learn their concerns and needs for library collections.
14. Develop budget requests for clerical assistance and equipment in

support of collection development program.

15. Serve, in an ex officio capacity, as a member of the Collection Development Committee.

APPENDIX C

HEAD OF ACQUISITIONS POSITION DESCRIPTION

QUALIFICATIONS: Required qulifications include experience with acquisitions work in a university or research library; familiarity with the publishing industry and book jobbers; experience with university and library budgeting and accounting practice; ability to direct the work of a large staff; ability to communicate effectively both orally and in writing; and an MLS from an American Library Association accredited school or an appropriate equivalent. Desirable qualifications include experience with automated library systems.

REPORTING RELATIONSHIP: The Head of Acquisitions reports to the Associate Director for Technical Services.

RESPONSIBILITIES:

1. Develop long-range plans, including annual goals and objectives, for the department and oversee their implementation.
2. Analyze departmental systems, procedures, and positions for their effectiveness in achieving departmental goals, and recommend changes where needed.
3. Monitor expenditures and obligations against the acquisitions budget.
4. Compile financial and management reports on acquisitions activities as required for the Library administration, the Collection Development Officer and academic departments.

5. Develop, in consultation with the Collection Development Officer, policies and procedural guides on acquisitions for the subject specialist/liaisons, and participate in training subject specialist/liaisons.
6. Communicate with the Collection Development Officer, the subject specialist/liaisons, and others regarding matters which affect the collection development program, including acquisitions policies, procedures, budgets, and accounting information.
7. Communicate with vendors as necessary regarding such items as pricing information, discount rates, purchase bonuses, and problem orders.
8. Identify departmental routines which should be automated, develop proposals for automation projects, and oversee their implementation.
9. Develop departmental budget requests for personnel and equipment.

APPENDIX D

CONSERVATION COORDINATOR POSITION DESCRIPTION

QUALIFICATIONS: Required qualifications include thorough familiarity with conservation philosophy and practice in academic research libraries; demonstrated ability to provide leadership in establishing a new program, to communicate effectively with people at all levels, and to educate Library staff. Desirable qualifications include the MLS from an American Library Association accredited school or an appropriate equivalent, and completion of a program in conservation administration.

REPORTING RELATIONSHIP: The Coordinator should report to the Director of Libraries.

RESPONSIBILITIES:

1. Coordinate all conservation activities in the Library.
2. Formulate policies and procedures, in cooperation with appropriate Library staff, for conservation activities in the Library. (e.g. repair, binding, stack maintenance, preservation microfilming, exhibits, etc.)
3. Coordinate education programs for the Library staff and patrons to promote general conservation awareness and to provide training in specific techniques.
4. Plan the future of the conservation program, based on a rational assessment of the needs of the collections, and present recommendations for budget and staff needs to the Library administration.

5. Monitor environmental conditions in the Library and recommend improvements.

6. Write specifications for the commercial binding contracts, monitor the binders' performance, and serve as liaison between the binders and the Library.

7. Coordinate in-house repair activities and advise on treatment alternatives for worn and damaged materials.

8. Review and make recommendations on conservation-related supply and equipment purchase requests. Monitor and evaluate performance of materials and equipment.

9. Coordinate planning for prevention of and recovery from emergencies such as fire and water damage.

10. Keep abreast of developments in conservation theory, methods, and technology and makes this information available to Library staff.

11. Cooperate with other state and regional libraries and institutions on conservation activities.